

CHAPTER I

INTRODUCTION

This study is to discuss teaching English strategies used in *Kursus Bahasa Asing* (KBA) University of Muhammadiyah Malang. This chapter covers research background, research problems, research objectives, scope and limitation, research significance, and definition of key terms.

1.1 Research Background

Nowadays, English as a foreign language has an important role in our life. In terms of globalization, it is necessary to learn foreign languages (Holešinská, 2006). However, the ability of each person is different. Some of them have a lack of English. They have less confident while communicating or using English in public. They also feel shy and afraid if they make mistakes. They are usually anticipating it by go to an English course.

English course is one of the alternative ways to learn foreign language. In the course, learning English as a foreign language is different from what we have learnt at school. As well as learning, teaching English as a foreign language in the course is also different from teaching English in school.

Teaching English as a foreign language is not easy. Moreover, teaching English for the beginner level. There are several aspects that must be considered. Those aspects include approaches, methods, strategies, and techniques used to teach English. One of the successfull of teaching English can be seen in the strategies used by teachers. Based on Cruickshank, Jenkins, and Metcalf (2012), teachers must have knowledge about students, how they learn and know how to

manage a classroom. It means that teachers should decide the appropriate teaching strategy based on their students in teaching-learning process. Therefore, teachers are faced with the dilemma when decide teaching strategy.

“Teaching strategy is a specific method used by the teacher for approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information” (Brown, 2000). The application of appropriate teaching strategies helps the students build up their ability and skills. There are many teaching strategies that can be used by the teachers. Each strategy has advantages and disadvantages depend on the students.

The implementation of teaching strategy in the school or college are different from the English course. It is easier when the students come from the same of background knowledge. However, in English course, the students come from different background knowledge in which they start their English lesson from the basic level. It makes teacher should choose the appropriate teaching strategy for the students to make them understand about the materials. This research investigates the teaching strategies used in *Kursus Bahasa Asing* (KBA) University of Muhammadiyah Malang. *Kursus Bahasa Asing* (KBA) University of Muhammadiyah Malang is one of a foreign languages course in Malang. There are many languages that taught in there and English is the favourite one. The student that learn English in KBA are from different background knowledge. It appropriate with the problem to be studied.

1.2 Research Problems

Based on the background of study above, the statement of problem are:

1. What kinds of teaching English strategies are used in *Kursus Bahasa Asing* (KBA) University of Muhammadiyah Malang?
2. How are the implement teaching strategies in *Kursus Bahasa Asing* (KBA) University of Muhammadiyah Malang?
3. What are the advantages and disadvantages of teaching strategies in *Kursus Bahasa Asing* (KBA) University of Muhammadiyah Malang?

1.3 Research Objectives

Related to the statement of problem above, the purpose of this study are:

1. To discuss the kinds of teaching English strategies used in *Kursus Bahasa Asing* (KBA) University of Muhammadiyah Malang.
2. To find out how the implementation of teaching strategies in *Kursus Bahasa Asing* (KBA) University of Muhammadiyah Malang.
3. To describe the advantages and disadvantages of teaching strategies in *Kursus Bahasa Asing* (KBA) University of Muhammadiyah Malang.

1.4 Scope and Limitation

The scope of this study is teaching English strategies used in KBA University of Muhammadiyah Malang. The researcher limits the study on a teacher who teaches English course in Beginner Level or Level 1.

1.5 Research Significance

The result of this study gives contribute in both practical significance and theoritical significance. For practical significance, this study is expected to give representation and reference for lecturers/teachers to decide the appropriate

teaching strategies to students from different background knowledge. For theoretical significance, this study can be used as reference for English Department students whose some interest in teaching English strategies.

1.6 Definition of Key Terms

To make the study clear to the readers, these terms which are necessary to be defined:

English Beginner is people who learn the basic of English.

***Kursus Bahasa Asing (KBA)* is one of foreign language course in Malang.**

Teaching strategy is a specific method used by the teacher for approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information (Brown, 2000).